



Catch up Premium (C-19)

Planned expenditure and Impact Statement

School Name: St Paulinus Catholic Primary School



2020-21 Academic Year

Context:

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, Governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St Paulinus Catholic Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

It is assumed that schools might prioritise a small number of approaches best suited to their context, balanced with the strength of evidence EEF Covid 19 Guidance:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

The following table outlines our intentional spend with a rationale accompanying each decision.

Total Catch Up Funding: Amount Based on October Census: 198 Children equates to **£15 480**

Planned Spend: **£12 384**

Retain 20% for contingency **£3096**

Action	Intended outcome	Timescale	Cost	Impact
<p>1. Quality First Teaching</p> <p><i>‘Supporting great teaching Great teaching is the most important lever schools have to improve outcomes for their pupils.’</i></p> <p>Supply cover to be arranged through CER so a teacher is always available so children have consistency in teaching.</p> <p>This will also include covering key Teaching Assistant posts to protect and enable bubbles to remain protected and isolated.</p>	<p>Quality first teaching remains across the school despite pressures of COVID and on staff absence.</p> <p>All groups of children across the school experience a broad and balanced curriculum with consistency.</p> <p>All pupil groups catch up.</p>	<p>Autumn and Spring Term</p>	<p>Estimated 30 days</p> <p>£4860</p>	
<p>2. One to one and small group tuition:</p> <p><i>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ EEF Guidance</i></p> <p>Use extra adult intervention to carry our baseline checks and assessments and key skill progression throughout the school.</p>	<p>By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p>	<p>Ongoing Progress reviewed Termly</p> <p>Autumn Term</p>	<p>TA extra Support Y1-Y3 £1248</p> <p>TA Extra Support in EYFS /Y1 £500</p>	
<p>3. Key Skills Extra Reading Support Resources:</p> <p><i>‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about</i></p>	<p>All vulnerable children from all age groups will make accelerated progress within reading so that they close the gap to Age Related Expectations.</p> <p>Children re-establish their love for reading with English Lead taking a key role in improving the quality of our books across class and school</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>After establishing</p>	<p>£2000</p> <p>£250</p>	

<p><i>effective strategies for reading with children.’ EEF guidance</i></p> <p>Increase the number of books available to the children so that children have more ready access to a range of books at appropriate level across the school.</p>	<p>libraries as well as specific investment in phonics books for Y1-3 as gaps have been identified.</p>	<p>need purchase materials.</p>		
<p>4. Key Skills Maths Support:</p> <p><i>‘Both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact.’ EEF Guidance</i></p> <p>Y1-3 have identified lots of gaps in the learning with key skills missed out. Deliver high quality Maths teaching using White Rose Maths with resources used to maximise gap understanding. Extra resources required to teach in current class environments including Y4-6.</p>	<p>All vulnerable children from all age groups will make accelerated progress within Maths so that they close the gap to Age Related Expectations.</p> <p>Children in vulnerable age groups will benefit from small group teaching and wider range of resources. Additional resources needed to ensure every pupil can have access to their own set of resources to support learning e.g. base 10, dice, counters etc.</p>	<p>Autumn Term</p> <p>After establishing need purchase materials.</p>	<p>£2000</p> <p>WRM scheme already purchased.</p>	
<p>5. Physical Education:</p> <p><i>Focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. EEF Guidance</i></p> <p>Due to children being indoors and less active over this time it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life. Two lessons of PE taught by class teachers and daily 15 min of exercise taught by sports coaches at Lunchtime.</p>	<p>Improved health and wellbeing of identified pupils across the school.</p> <p>Children should be physically more active every school day.</p>	<p>Autumn Term and ongoing from Sports Premium.</p>	<p>£1050</p> <p>2 Sports Coaches at lunchtime each day</p>	

<p>6. PSHE:</p> <p><i>Focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. EEF Guidance</i></p> <p>A recovery curriculum has been written by Jigsaw and will be implemented and driven throughout the school during the Autumn term. This compliments the St Paulinus River to Recovery and the plan to use first half-term to check on wellbeing of all pupils.</p>	<p>Improved wellbeing of pupils through re-establishing relationships within school.</p> <p>Purchase equipment to assist in these key areas.</p>	<p>Autumn Term 2020</p>	<p>£ 500</p> <p>Scheme already purchased.</p>	
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